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ABSTRACT

This publication is a framework for the development of local curricula that will integrate principles of second language acquisition with New York State program requirements and the Board of Regent's goals for elementary and secondary education. The syllabus places emphasis on communicative proficiency and the understanding and appreciation of other cultures; in this case it deals specifically with the languages of the eight American Indian Nations located in New York State. The syllabus is meant to inform educators and local school district personnel about distinct characteristics of successful second language programs, and to provide a framework for school district personnel who have responsibility for program development, management, and implementation. Furthermore, it specifies goals and identifies the components of intended outcomes of second language learning so that administrators, supervisors, and teachers may design programs. Instructional units for functional communication include the following: function/purpose of the communication; situation or context in which communication may occur; topics on which communication may occur; and proficiency level of communication expected. Learning outcomes are stated in terms of the student's anticipated ability to communicate in Ogwehowe:ka:? (GLR)

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ÖGWEHÖWE:KA:?

Native Languages for Communication

New York State Syllabus

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TO: Persons with Responsibility for Developing, Implementing, and Evaluating *Ögwehöwe:ka:? Native Languages for Communication, New York State Syllabus*

FROM: Edward T. Lalor, Director, Division for Program Development

This publication, *Ögwehöwe:ka:? Native Languages for Communication, New York State Syllabus*, is a framework for the development of local curricula which will integrate principles of second language acquisition with New York State program requirements and the Board of Regents goals for elementary and secondary education.

The syllabus places emphasis on communicative proficiency and the understanding and appreciation of other cultures.

It is intended as a working document for educators at the district and classroom level to use when they assess, modify, or develop their local district curriculum and classroom instructional objectives. It serves as a guide to the following areas:

- Statement of philosophy
- Review of Regents goals
- Components of communication
- Description of learning outcomes
- Process of curriculum development
- Implications for instruction
- Outline for planning
- Role of evaluation
- Suggestions for interdisciplinary activities
- Uses of technology

This publication has been sent to district superintendents, superintendents and administrators of public and nonpublic schools, public school teachers of modern languages K-12, and public school supervisors.

Additional copies are available from:

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ÖGWEHÖWE:KA:?

Native Languages for Communication
New York State Syllabus

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EXPRESSIONS OF GRATITUDE

The uniqueness of the way of life embodied in the experience of people who are native to the Americas provides an opportunity to learn about a native culture. Understanding and appreciating a culture can begin with the study of its language. This syllabus offers an opportunity to learn about the culture of the Ögwehö:weh people through the study of their languages, Ögwehöwe:ka:?.

This publication represents the work of many people, whose leadership, guidance, dedication, commitment, support, and expertise have remained steadfast throughout the duration of the project. Central to the development of the syllabus was the leadership of a person who could use proper protocol, language, and style of language in relating to the native people, and who could make the appropriate analogies to convey the underlying concepts involved in the project. Hazel Dean-John, former coordinator, Native American Indian Education Programs, provided this leadership. Her experience and skills in both the native and nonnative cultures enabled her to coordinate the activities of persons in the State Education Department's offices of second languages and curriculum development with the work of the writing team of the Iroquois nations.

Although it is not general practice among native people to recognize individuals whenever projects are completed collectively, it is appropriate in this instance to do so because of the enormity of the task. We acknowledge and thank the following individuals:

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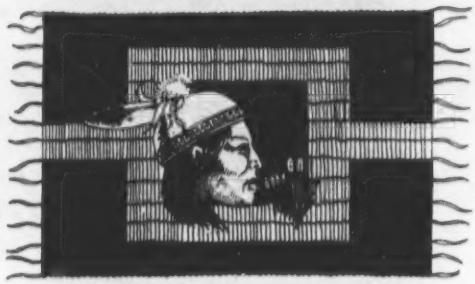
Native Nations of New York State

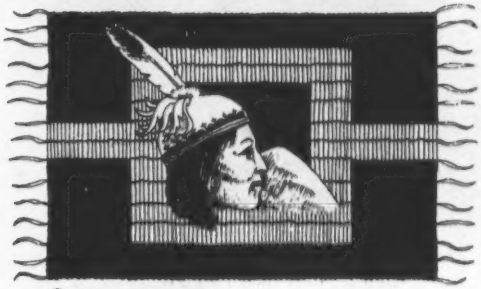
Mohawk

Oneida

Onondaga



Cayuga



Seneca

Tuscarora

Shinnecock

Unkechaug

FOREWORD

"Ögwe'ö:weh" means "The Real People/The Original Beings," in Seneca. "Ögwehö:weh" means "The Real People/The Original Beings" in Onondaga, Oneida, Cayuga, and Mohawk. The Tuscarora say "Agwaha:weh" for "The Real People/The Original Beings." There are eight Native Nations in New York State: Onondaga, Mohawk, Seneca, Oneida, Cayuga, Tuscarora, Shinnecock, and Unkechaug (Poospatuck Reservation).

It is not possible to develop one "standardized" form of language (written or spoken) for all of the Native Nations in New York State. For example, among the Seneca are the Cattaraugus Senecas, Tonawanda Senecas, and Allegany Senecas. Within the Cattaraugus Reservation, differences in the spoken Seneca language exist within the various reservation communities.

Ögwehöwe:ka:? and Ongwehonwe:neha: include all characteristics pertaining to the Way of Life of "The Real People/The Original Beings." In this syllabus Ögwehö:weh refers to all of the eight Native Nations in New York State. Ögwehöwe:ka:? refers specifically to the languages of the eight Native Nations in New York State for the purposes of this syllabus.

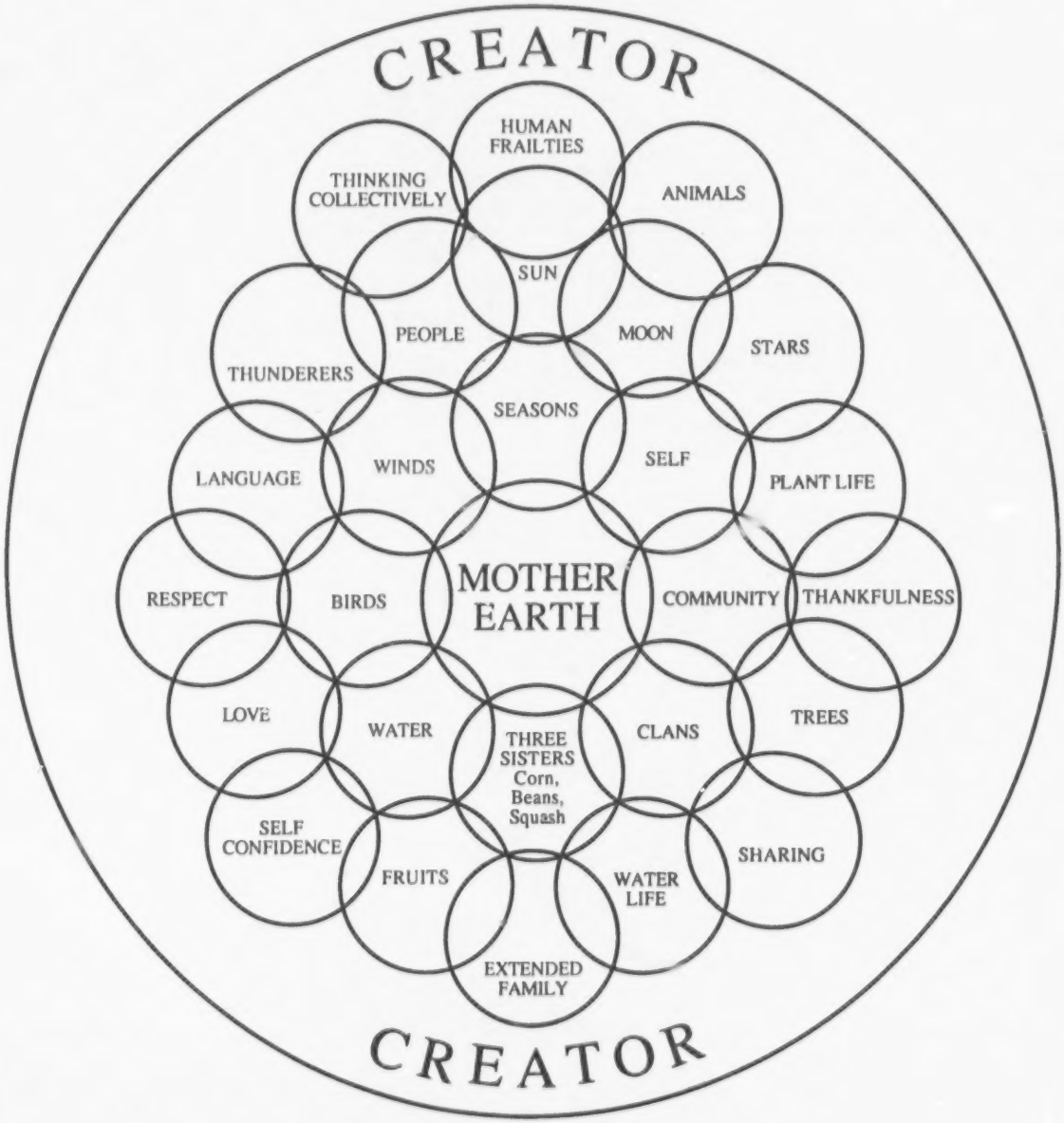
Ögwehöwe:ka:? languages have historically been oral traditions. It is not the intent of this syllabus to move away from oral tradition. It is only in the last 15 years, with the introduction of native language programs into the schools, that writing systems have been developed among the Ögwehö:weh. These writing systems vary among the various Ögwehö:weh. For the purposes of this syllabus, each Ögwehö:weh Nation will decide if and to what extent a writing system will be used. However, the emphasis of this syllabus is to encourage functional communication in the listening and speaking skills.

This syllabus is an adaptation, by Ögwehö:weh people, of the New York State syllabus, *Modern Languages for Communication.*

Throughout the syllabus, the terms "holistic" and "holism" are spelled with a "w" ("wholistic," "wholism") to give the reader the visual representation of completeness.

ÖGWEHÖWE:KA:ʔ

WHOLISTIC WAY OF LIFE



We are part of all that is beneath us, all that is around us, and all that is above us.
Our past is our present, our present is our tomorrow and our tomorrows are the seven generations, past and present.

x

PHILOSOPHY

Ögwehöwe:ka:? is our connection to our community and to the world. Through language we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in a native language provides a unique opportunity to maintain access to Ögwehöwe:ka:?. Language is inseparable from culture and is a living part of one's being. Ögwehö:weh people have their own philosophy that is a Way of Life, with its origins in the natural world philosophy of living in harmony with nature.

In developing this syllabus, it became important to identify the Ögwehö:weh view of life as a series of interrelated values connected in a circular manner. Ögwehö:weh learning styles are wholistic. It is difficult to divide learning into a linear style. The accompanying chart illustrates the Wholistic Way of Life that relates the interdependency of all aspects of Ögwehöwe:ka:?. This interrelatedness is evident in the lifestyle and learning styles of Ögwehö:weh.

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HISTORICAL BACKGROUND

Ögwehöwe:ka:? has always been an oral tradition. The need to preserve the oral tradition/language of Ögwehöwe:ka:? has become imperative because many native children speak only English. There are historical reasons for this, such as the boarding school era when Ögwehö:weh were punished for speaking Ögwehöwe:ka:? and were, in essence, "immersed" in English.

In many cases, Ögwehö:weh experienced a loss of pride because they were taught that their languages and cultures were inferior to the dominant society.

In the past, the educational process, with its emphasis on assimilation and acculturation, had long-term negative effects. The people who experienced this process continued to speak Ögwehöwe:ka:? among themselves. However, they did not teach their children and grandchildren in an effort to spare their descendants the ridicule and punishment they experienced.

Today, there is a resurgence among the people to strengthen Ögwehöwe:ka:?. Language programs have been developed since the early 1970s among the Mohawk, Seneca, Onondaga, Cayuga, Tuscarora, and Oneida.

In former times, children grew up thinking and speaking Ögwehöwe:ka:?. In some communities, the Elders feel the language should not be taught in public schools and regret that this point in history has been reached. The Elders, however, recognize the need to preserve their languages. This necessitates the present method of teaching language in the schools.

> Native American communities are surrounded by, and interact with, primarily English-speaking neighbors. For pragmatic reasons, it is necessary to speak the language of the over-culture; but many believe that for spiritual reasons and to assure continuation of cultural unity and identification, it is necessary to retain the Native languages. (Jennings, N.N. and Ateronhiatakon, *Mohawk – English Language Interference: A Beginning, 1985, pp. 1-2)*

INTRODUCTION

The purpose of this syllabus is to provide a broad format for Ögwehöwe:ka:? curricula throughout New York State.

The goals of the Ögwehöwe:ka:? syllabus in accordance with the Regents goals provide guidelines for:

1. functional communication in Ögwehöwe:ka:? languages with emphasis on listening and speaking (Regents Goal 1) and,
2. sharing and understanding the Wholistic Way of Life of the Ögwehö:weh people (Regents Goal 9) and,
3. an appreciation of the heritage of the Ögwehö:weh people (Regents Goals 5, 2.2).

This syllabus integrates principles of second language acquisition with the Board of Regents goals for elementary and secondary education and New York State program requirements. It is meant to inform educators and local school district personnel about distinct characteristics of successful second language programs and to provide a framework for school district personnel who have responsibility for program development, management, and implementation.

Furthermore, it specifies goals and identifies the components of intended outcomes of second language learning so that administrators, supervisors, and teachers may design programs. To achieve functional communication, these learning outcomes are stated in terms of the students' anticipated ability to communicate in Ögwehöwe:ka:?.

Instructional units for functional communication include the following:

FUNCTION/PURPOSE of the communication

SITUATION or CONTEXT in which communication may occur

TOPICS on which communication may occur

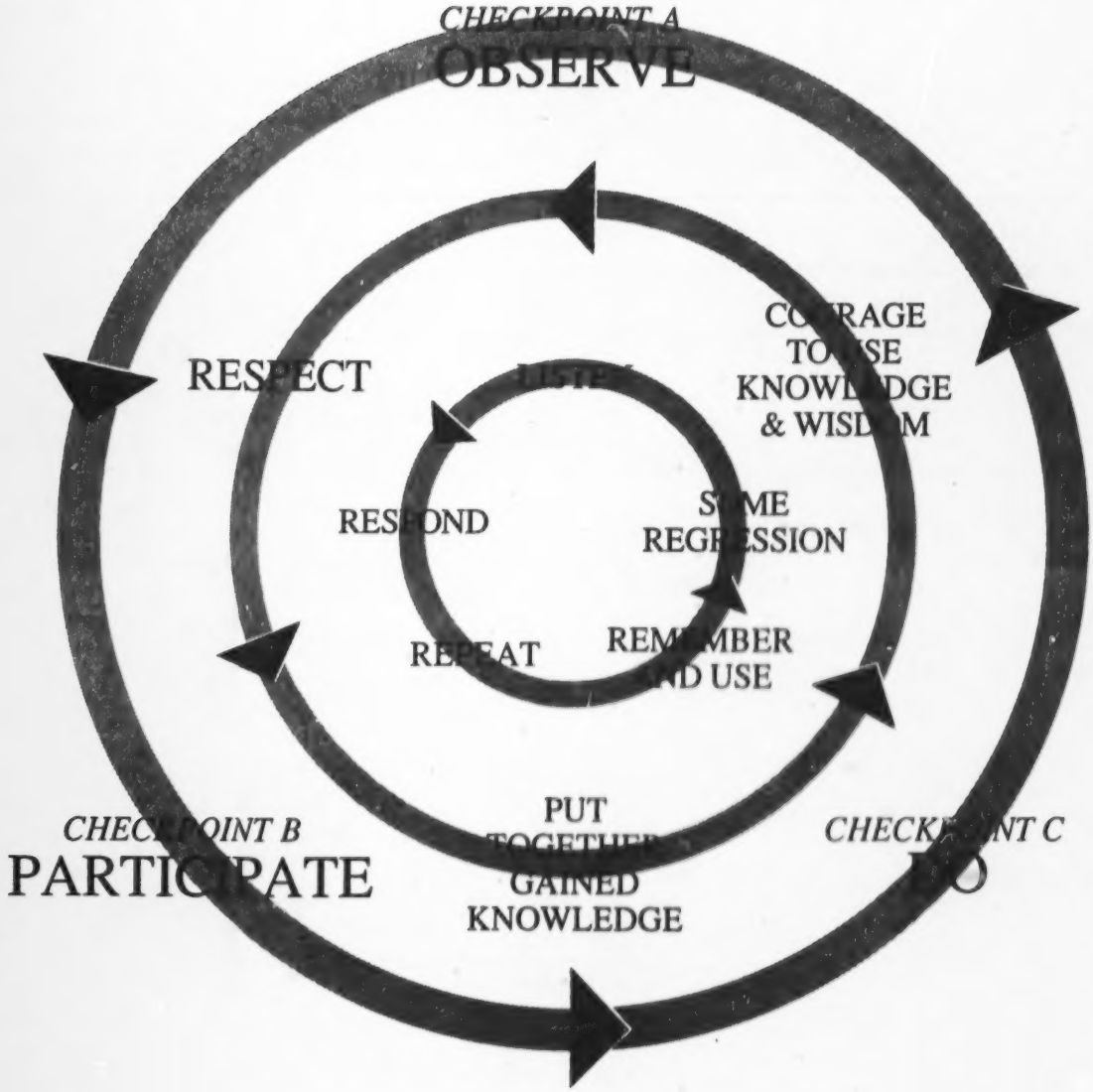
PROFICIENCY LEVEL of communication expected

The achievement of these outcomes involves the integration of acquired skills, knowledge, and cultural insight.

Although this syllabus identifies the components of intended learning outcomes, it does not prescribe specifically the methodology to be used. It does, however, offer precise implications for content and instruction. THE GOALS OF MODERN LANGUAGE EDUCATION IN NEW YORK STATE NECESSITATE A SHIFT IN SECOND LANGUAGE INSTRUCTION FROM AN APPROACH THAT STRESSES THE LINGUISTIC ASPECTS OF LANGUAGE TO ONE THAT STRESSES THE SKILLS OF FUNCTIONAL COMMUNICATION. This shift in the focus of instruction is expected to take place over a period of time that may vary from district to district as each produces its own plan for program development and implementation. Therefore, this is a working document for educators to use at the district level when they assess, modify, or develop their own program and plan for the next step– development of a local curriculum and appropriate instructional objectives.

ÖGWEHÖWE:KA:?

WHOLISTIC LEARNING CYCLE



ÖGWEHÖWE:KA:? WHOLISTIC LEARNING CYCLE

Teachers of Ögwehöwe:ka:? languages are aware of the wholistic learning cycle that is congruous with the Ögwehö:weh world view. This world view revolves around a cycle that begins when the students OBSERVE an activity until they feel competent to PARTICIPATE (unpressured guided instruction). Once the necessary skills have been acquired, students will be able to DO the activity spontaneously.

During the learning process students gain more RESPECT for their abilities, and as they begin sharing with others, they acquire KNOWLEDGE and SKILLS. When the student is confident, she/he has the COURAGE TO USE the knowledge and skills that are integrated into their life and behavior. This process increases self-respect and self-confidence.

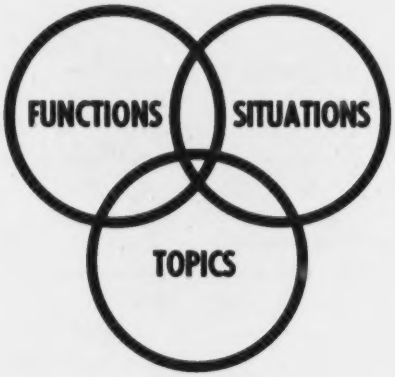
A cycle that occurs in the process of learning a native language begins when the student LISTENS to the language. This first step may take time because the student is actually learning the sounds of the language. When the student feels comfortable with the sounds of the language, she/he begins to RESPOND to the language and hesitantly REPEATS the words. In the next step the student begins to REMEMBER and USE the language to the best of her/his ability. At this point the student may regress for a short time but then begins the process again from the listening stage.

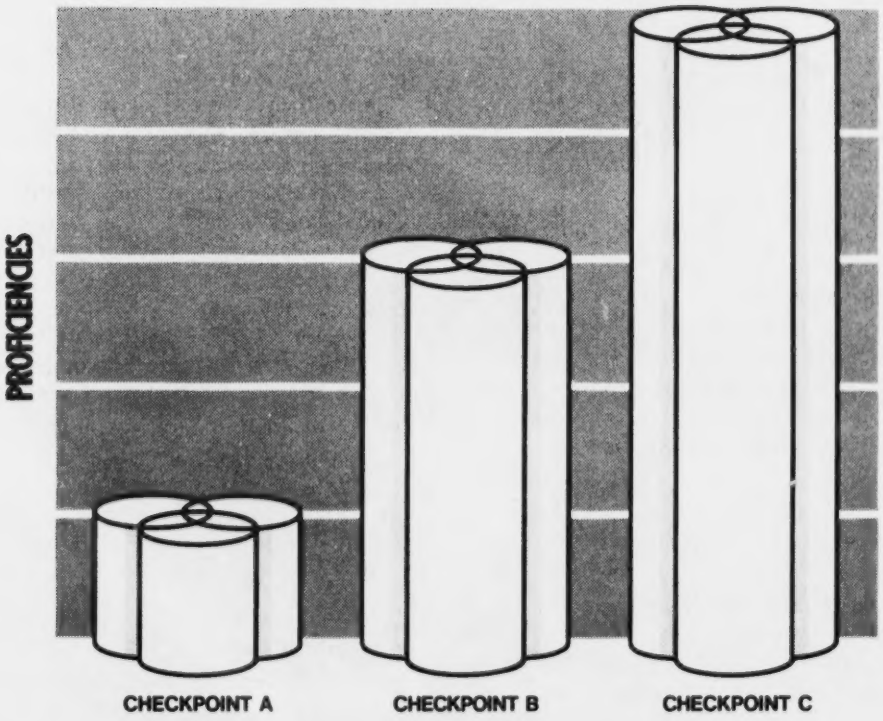
Inherent in this wholistic learning cycle is an "action learning" approach to language. As the name implies, students learn through actions as they participate actively in the lesson. A stress-free environment is a necessary element in this kind of learning situation.

The wholistic learning cycle is consistent with the goal of functional communication as outlined in the syllabus *Modern Languages for Communication*.

COMPONENTS OF COMMUNICATION

This graphic provides a visual display of the integration of the four components of communication at each checkpoint.





Learning a language is a communicative spiraling process.
The student's proficiency increases from checkpoint to checkpoint.

LEARNING OUTCOMES: AN INTRODUCTION

This syllabus defines communication in terms of four components: functions, situations, topics, and proficiencies. The integration of these components constitutes LEARNING OUTCOMES. These outcomes are presented at three instructional intervals, Checkpoints A, B, and C.

In the context of a communicative emphasis teachers should be concerned with the skills to be developed and the way students process information according to their learning styles, needs, interests, and abilities. Since students are less concerned about the nature of language than about what they want to do with it, the emphasis in the Ögwehöwe:ka:? classroom should be on the negotiation of meaning rather than on the structure of language. The crucial issue is WHAT and HOW WELL students communicate. The WHAT refers to the purpose and the content of the communication (functions, situations, and topics); the HOW WELL relates to the linguistic accuracy, originality, scope, and cultural authenticity with which the communicative task is carried out (proficiency). All four components are essential in constructing learning outcomes. The graphic on page 4 provides a visual display of the four components at each checkpoint.

The four components are defined as follows:

- **Function** – the purpose of communication. In any given communication, an attempt is made to achieve one or more ends, such as asking for help, giving advice, or seeking information. The functions listed in this syllabus are broad enough to include more specific purposes for communication.
- **Situation** – the context in which the communication occurs. Situations in this syllabus indicate the communicative partners, their roles, and the channels of communication.
- **Topic** – the subject of the communication. Topics are universal elements about which communication takes place.
- **Proficiency** – the degree of accuracy and the scope of the communication. Proficiency does not mean native or near-native command of the language. It refers to the various degrees of control of the basic elements of language.

The combination of these four components constitutes the learning outcomes. The outcomes are measured at the following three instructional intervals:

- **Checkpoint A** – learning outcomes for one unit of Regents credit. (Proficiency Examination)
- **Checkpoint B** – learning outcomes for three units of Regents credit. (Regents Comprehensive Examination)
- **Checkpoint C** – learning outcomes for five units-of-credit Regents sequences. (Local Examination)

Standards for local diploma credit will be established by local schools.

Functions, situations, and topics listed under one checkpoint are listed under subsequent checkpoints as well in order to reflect the cumulative, spiraling nature of language acquisition. Students progress from the simple to the complex and from the known to the unknown. It is neither possible nor feasible to expect students to master every aspect of a particular function, situation, or topic at one time. Instead, students are expected to handle these components with increasing ease as their experience with the language grows.

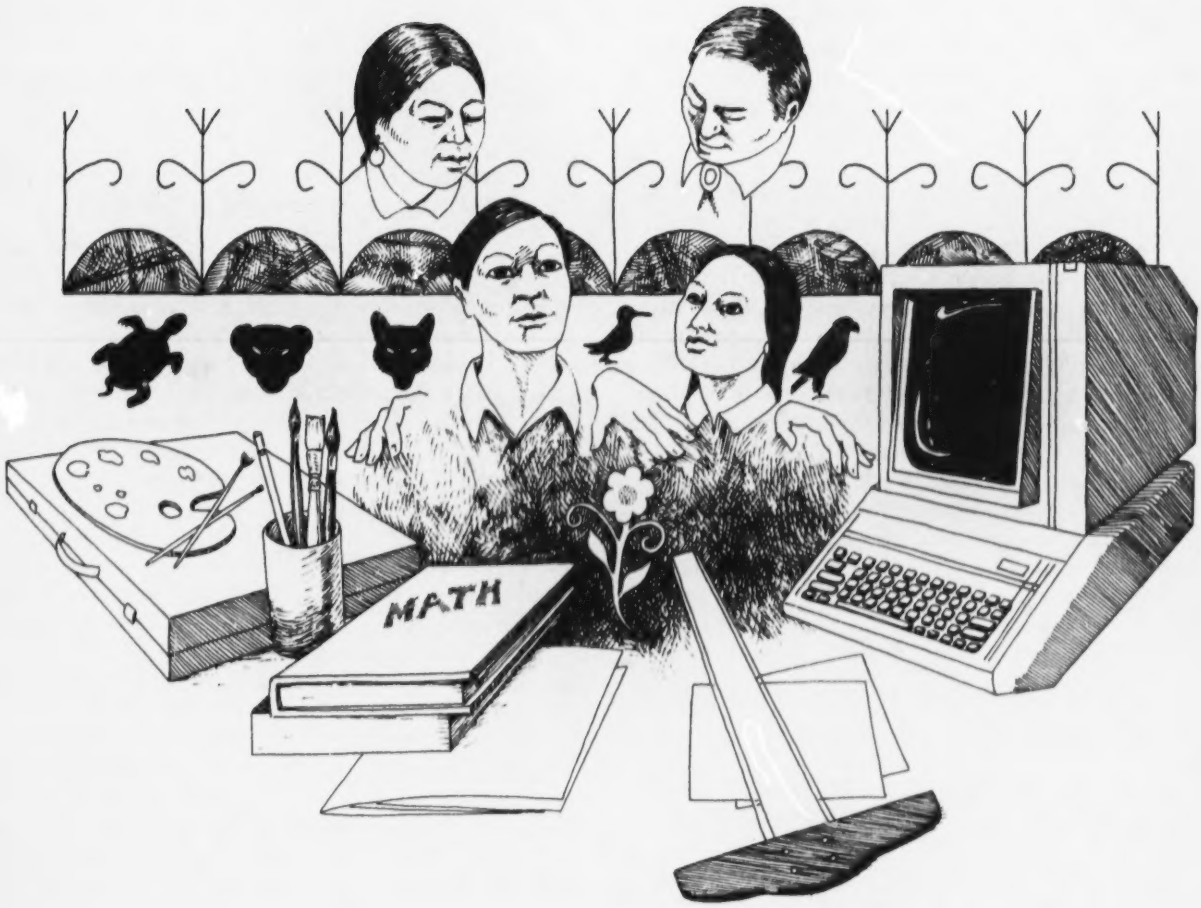
Curriculum planners can use this information to develop a scope and sequence of a local curriculum in Ögwehöwe:ka:?. Teachers can plan specific instructional activities and select and develop materials consistent with a communicative emphasis. The components can be combined in innumerable ways to form learning objectives that meet the particular interests and needs of students and to challenge their abilities.

The components of learning outcomes are displayed in two different ways, first by component and second by checkpoint. The display by component is on the following pages:

- Functions, p. 7
- Situations, pp. 7–9
- Topics, pp. 9–12
- Proficiencies, pp. 12–15

The four components are regrouped by checkpoint on the following pages:

- Checkpoint A, pp. 18–19
- Checkpoint B, pp. 20–21
- Checkpoint C, pp. 22–23


MATH

LEARNING OUTCOMES: COMPONENTS

Functions

Functions denote the purposes for communication. For example, in a given situation, one may wish to ask for help, give advice, issue a warning, or try to convince someone. The functions listed here are broad and may be applied to any communicative situation or topic at any checkpoint. (For an example of how the function may be incorporated into a teaching unit, see chapters entitled "Sample Unit Plan" and "Overview: How to Plan a Daily Lesson.")

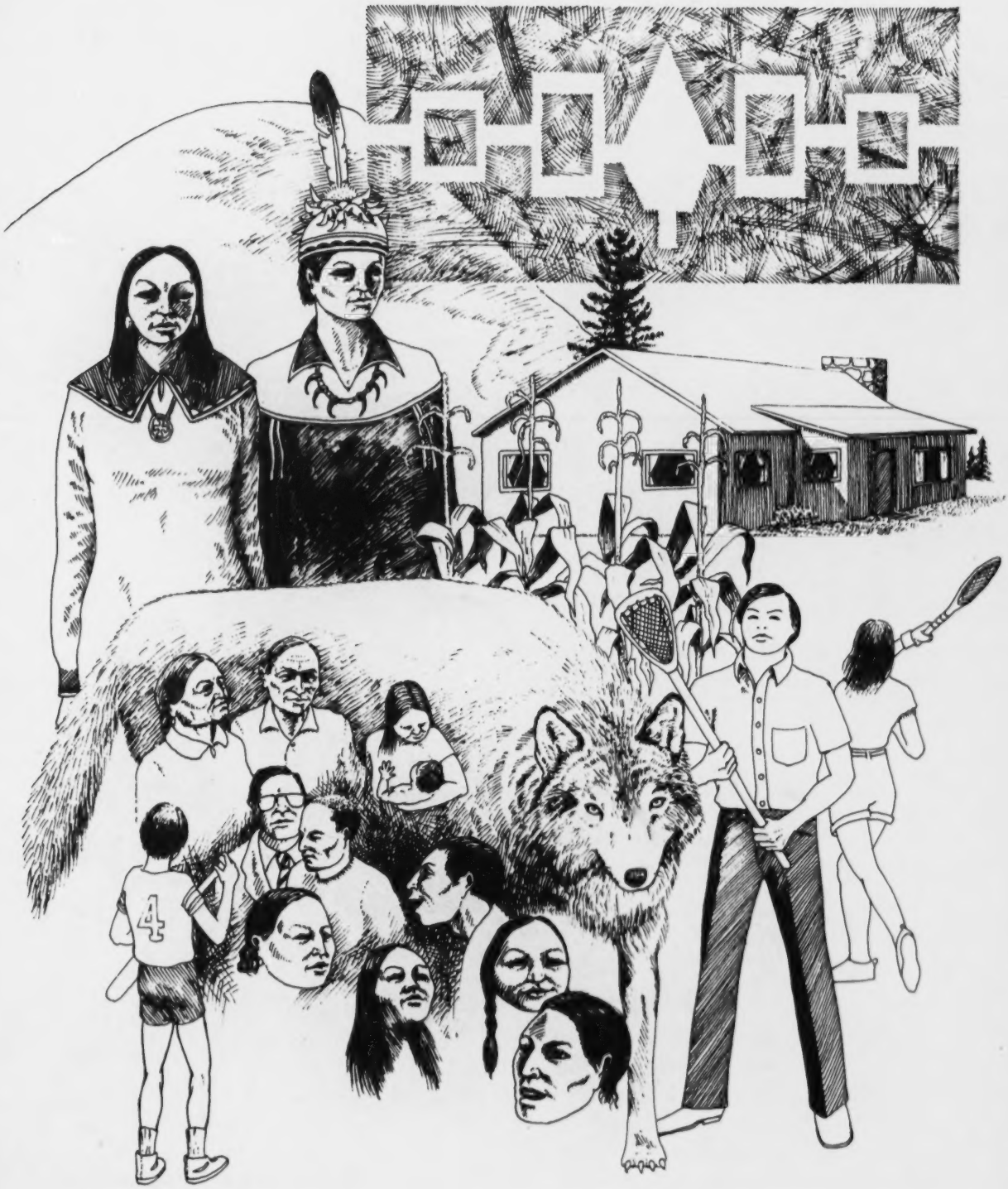
- **Socializing**
  - greeting/thanking, leave-taking, introducing, thanking, courtesies
- **Providing and obtaining information about:**
  - facts, events, needs, opinions, attitudes, feelings
- **Expressing personal feelings about:**
  - facts, events, opinions, attitudes
- **Getting others to adopt a course of action by:**
  - suggesting, requesting, directing, advising, warning, convincing, praising

Situations

The situations listed here indicate the contexts in which communication occurs. They define the communicative partners, their roles, and the channels of communication (oral or written). They establish the parameters for the negotiation of meaning between two or more people or between one person and an oral and/or written sample of language.

The situations are listed according to the primary skill students must use: listening, listening/speaking, reading, or writing. However, it is important to note that several skills may be involved in any act of communication. In all cases, each situation must be considered in relation to the functions, topics, and proficiencies. The age, ability, and experience of the student should also be taken into consideration.

	Checkpoints		
LISTENING	**A**	**B**	**C**
Information and announcements from providers of common public services* in face-to-face communications	•	•	•
Information (bulletins/announcements) provided over loudspeakers, radio, and television	•	•	•
Short presentations of interest to the general public given in person, on radio, on television		•	•
Songs, stories, live and recorded		•	•
Feature programs on television, in the movies, and on the radio			•



LISTENING/SPEAKING	A	B	C
Interaction with providers of common public services* in face-to-face communications	•	•	•
Informal everyday conversations with peers and adults	•	•	•
Interaction with providers of common public services* by telephone		•	•
Group conversations and group discussions with peers and adults		•	•
Informal presentations to groups of peers and adults		•	•

* Orators, family and extended family members, grandparents, friends, Chiefs, Clan Mothers, Faith Keepers, Wampum Keepers, teachers, coaches, community workers, councillors, bus drivers, cooks, sales personnel, within local community.

READING	A	B	C
Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.	•	•	•
Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short informal notes	•	•	•
Simple business correspondence and pamphlets		•	•
Facts, opinions, feelings, and attitudes in correspondence		•	•
Letters to the editor and feature articles from general-interest publications		•	•
Excerpts from culturally specific poetry, prose, and oral traditions for cultural appreciation		•	•

WRITING	A	B	C
Forms to be filled out for the use of common public services	•	•	•
Informal notes for communications in everyday life situations	•	•	•
Brief reports describing simple situations and sequences of events		•	•
Personal letters		•	•
Formal letters on topics of personal needs		•	•
Short samples of creative writing			•

Topics

The topics listed here form the basis for meaningful communication in any culture. They are listed in no particular order, since their use depends on the students' needs and interests. Students are not expected to acquire comprehensive, academic knowledge of the topics, but rather to be able to engage in communication about them. Topics must be considered as they apply to functions, situations, and proficiencies. Teachers are encouraged to add topics that are of interest to the students and to adapt instruction to their students' communicative needs, ages, and abilities.

As language acquisition is cumulative and spiraling in nature, these topics may be applied to any function or situation at any checkpoint. Teachers should reintroduce, reinforce, and expand communication on the topics as the students' proficiency increases. The checkpoints are neither starting points nor ending points of instruction but are indicators of what learning outcomes should have been achieved at that interval in the learning process.

1. **PERSONAL IDENTIFICATION**

Biographical information

Greetings
Age
Tribal/Nation identification
Local community (within reservation)
Clan
Family members
Native language spoken

Human characteristics (as used for description)

Height
Weight
Complexion
Facial features
Body parts
Color of hair/eyes
Character
Personality
Likes and dislikes
Tastes and interests

2. **HOUSE AND HOME**

Types of lodging

House, apartment, mobile homes

Rooms

Identification
Size/function
Furnishings
Garden/terrace/porch
Appliances

3. **CLOTHING/COLORS**

Everyday clothing
Seasonal clothing
Traditional native clothing
Dressing
Colors

4. **FAMILY LIFE**

Immediate family members
Extended family
Clans

5. **COMMUNITY/NEIGHBORHOOD**

Local community map
Local community sites in nearby towns and cities
Common activities
Recreational opportunities

6. **HONORED, GIFTED, SPECIFIC LIFE-ACQUIRED SKILLS**

(An integral, necessary element of existence as Ögwehö:weh.)

Those skills used in Ögwehö:weh society without monetary compensation; i.e., Chiefs, Clan Mothers, Faith Keepers, Orators, Historians, Midwives, Cooks, Community Organizers

Occupations/Earning a living

Paid occupations
Volunteer occupations
Repairs and services
Summer/part-time employment
Work conditions

7. **COMMUNICATIONS**

Telephone
Mail – post office

8. **SHOPPING**

Shopping facilities and products, include local stores
Shopping patterns
Time (opening hours...)
Currency
Interaction with sales staff
Staples and everyday purchases
Trade and barter
Shopper information (prices)
Weights/sizes/measurement

9. **MEAL TAKING/FOOD/DRINK**

Types of food and drink
Everyday family fare
National specialties
Fast food
Food and drink preparation
Special occasion menu

Mealtime interaction

Regular family meals
Eating with friends/relatives
Eating out
Socializing in public establishments

10. **PHYSICAL ENVIRONMENT**

Physical features
Geography of local community, Hodinöhsö:ni:h/ Ho:dinöhshö:nih territory
Seasons

Cultural connection to seasons
Time
Weather conditions
Animals
Herbs/medicines
Plants – natural dyes
Impact on human life
Environment
Ecology

11. **HEALTH AND WELFARE**

Identifying parts of the body

Illness/symptoms of illness
Medical services/treatments
Insurance/social services

12. **EDUCATION**

School life

Teachers/school personnel
Behavior/discipline
School supplies
School activities
Classroom
Extracurricular

13. **CULTURAL ACTIVITIES**

Ögwehö:weh World View
Nature's cycles
Seasonal cycles
Hobbies/sports
Cultural resources
Traditions and customs
Family involvement
Ancestral technology utilized today

14. **TRAVEL**

Geography of Native Nations (may include North, South, and Central America)
Cultural interaction – protocol/Ögwehö:weh passports
Cultural awareness
Cultural expectations (hosts/visitors)
Transportation
Means of modern transportation
Early cultural means of transportation
Maps
Map of Hodinöhsö:ni:h/Ho:dinöhshö:nih territory

15. **CURRENT EVENTS**

Political, social, cultural and economic aspects that pertain to Ögwehö:weh society and its relationship to the world

Present government
Current political issues
Current economic issues

Cultural aspects

Artistic expressions by modern artisans
Historical and artistic sites

Proficiencies

The proficiencies listed here are descriptions of standards of competence in listening comprehension, speaking, reading, writing, and culture that are expected to be achieved at each of the three checkpoints. The term "proficiency" does not mean native or near-native "fluency." Instead, it refers to the degree of control of the language that the student should be able to demonstrate at each checkpoint. LEARNING ÖGWEHÖWE:KA:? TO A POINT OF FLUENCY IS A LIFELONG PROCESS.

The proficiencies in this syllabus are stated in such a way as to accommodate the varied learning styles and abilities of all students. They are designed to STRESS THE SUCCESSFUL COMMUNICATION OF MEANING rather than place undue emphasis on attaining structural accuracy, particularly at the early stages of language learning.

Proficiencies are to be applied to the functions, situations, and topics as indicators of how well students are expected to communicate.

Since culture is inseparable from the language itself, culture is incorporated in the instruction at all levels. CULTURE IS ÖGWEHÖWE:KA:? AND ÖGWEHÖWE:KA:? IS CULTURE.

Emphasis among the proficiencies of Listening, Speaking, Reading, and Writing varies from language to language and depends upon community priorities. The proficiencies listed on Reading and Writing are suggested options.

LISTENING

Checkpoint A

Student can comprehend simple statements and questions. Usually comprehends the main idea of extended but simple messages and conversations. Often requires repetition for comprehension.

Checkpoint B

Student can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions for understanding. Student can understand simple sentences and Ögwehöwe:ka:? word-order patterns. Has both general and detailed understanding of short expressions but has only general understanding of longer conversations and messages within familiar communicative situations. (Can sustain comprehension within context or short communications on familiar topics with Ögwehöwe:ka:? speakers who are aware of the nonfluent status of the listener.)

Checkpoint C

Student can understand standard speech delivered with some repetition and rewording by an Ögwehöwe:ka:? speaker not used to dealing with nonfluent speakers. Can understand the essential points of discussions or presentations on familiar topics. Comprehending complex utterances may be affected by tension, pressure, emotional stress, and unfavorable listening conditions.

SPEAKING

Checkpoint A

Student can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary, structure, and sound patterns appropriate to the communicative situations and functions of this level. Can be understood, with some repetitions, by Ögwehöwe:ka:? speakers working with students attempting to speak their language.

Checkpoint B

Student can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and need to gain confidence in speaking. Can use the more common verbal structures but still makes many errors in formation and selection. Can use word-order sentences accurately but still makes errors in more complex patterns. Can sustain coherent structures in short and familiar communicative situations. Can correctly employ basic cohesive word incorporations. Extended communication is largely a series of short connected utterances. Can articulate comprehensibly but has difficulty in producing certain sounds in certain positions or combinations. Speech is usually labored. Has to repeat to be understood by the general public.

Checkpoint C

Student can handle most communicative situations with confidence but may need help with any complication or difficulty. Vocabulary is sufficient to communicate. Can handle elementary constructions accurately. Limited control of more complex structures may interfere with communication.

READING

Ögwehöwe:ka:? languages have historically been oral traditions until recent times. Therefore, reading will not be emphasized until Checkpoint B, except where applicable at the local level.

Checkpoint A (local decision)

Student can understand simple material for informative or social purposes. Can understand the essential content of short, general public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on visual cues and prior familiarity with the topic. Understanding is limited to basic vocabulary containing only the commonly used grammatical patterns and vocabulary items. Can sometimes guess at related root words within the context of unfamiliar vocabulary. May have to read the material several times in order to achieve understanding.

Checkpoint B (local decision)

Student can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Has specific comprehension of selected passages in familiar sentence patterns. Can follow essential points and some details of informative and descriptive writing when dealing with areas of special interest and is able to guess meaning from context.

Checkpoint C (local decision)

Student can understand most factual information in nontechnical prose as well as some informative and descriptive texts on topics related to areas of special interest. Can read excerpts from literature for pleasure. Is able to separate main ideas from lesser ones and thus begins to analyze materials written for the general public. Is able to use linguistic context and prior knowledge to increase comprehension. Can detect the overall tone or intent of the text.

WRITING

The Ögwehöwe:ka:? languages have been oral traditions until recent times. Therefore, writing will not be emphasized until Checkpoint B, except where applicable at the local level.

Checkpoint A (local decision)

Student can express basic personal needs and compose short messages on very familiar topics based on personal experience. Writing consists mostly of mastered vocabulary and structures in simple sentences and phrases. Although differences in writing systems may be frequent, writing can be understood by Ögwehöwe:ka:? instructors.

Checkpoint B (local decision)

Student can write simple notes, letters, and short reports, using elementary vocabulary and commonly encountered structures. Can express present, future, and past ideas comprehensibly. Difficulties still occur when expressing more complex thoughts. Begins to develop sequential relationships. Writing is comprehensible to Ögwehöwe:ka:? instructors.

Checkpoint C

Student can compose unified and organized texts on everyday topics with sufficient vocabulary to express oneself simply with some effort. Can express complex ideas sequentially with simple language. Writing is comprehensible to Ögwehöwe:ka:? instructors.

LEARNING OUTCOMES: CHECKPOINTS

The following graphics regroup the components of communication by checkpoints. These graphics provide an overview of the functions, situations, topics, and proficiencies at each of the three checkpoints.

A

FUNCTIONS

- Socializing
  - -greeting/thanking
  - -leave-taking
  - -introducing
  - -thanking
  - -courtesies
- Providing and obtaining information about:
  - -facts
  - -events
  - -needs
  - -opinions
  - -attitudes
  - -feelings
- Expressing personal feelings about:
  - -facts
  - -events
  - -opinions
  - -attitudes
- Getting others to adopt a course of action by:
  - -suggesting
  - -requesting
  - -directing
  - -advising
  - -warning
  - -convincing
  - -praising

SITUATIONS

LISTENING:

Information and announcements from providers of common public services in face-to-face communications

Information (bulletins/announcements) provided over loudspeakers, radio, and television

LISTENING/SPEAKING:

Interaction with providers of common public services in face-to-face communications

Informal everyday conversations with peers and adults

READING:

Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.

Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short informal notes

WRITING:

Forms to be filled out for the use of common public services

Informal notes for communications in everyday life situations

TOPICS

PERSONAL IDENTIFICATION: greetings, age, Tribal/Nation identification, local community (within reservation), clan, family members, native language spoken, height, weight, complexion, facial features, body parts, color of hair/eyes, character, personality, likes and dislikes, tastes and interests

HOUSE AND HOME: house, apartment, mobile homes, rooms: identification, size/function, furnishings, garden/terrace/porch, appliances

CLOTHING/COLORS: everyday clothing, seasonal clothing, traditional native clothing, dressing, colors

FAMILY LIFE: immediate family members, extended family, clans

COMMUNITY/NEIGHBORHOOD: local community map, local community sites in nearby towns and cities, common activities, recreational opportunities

HONORED, GIFTED, SPECIFIC LIFE-ACQUIRED SKILLS: those skills utilized within Ögwehö:weh society without monetary compensation; i.e., Chiefs, Clan Mothers, Faith Keepers, Orators, Historians, Midwives, Cooks, Community Organizers, paid occupations, volunteer occupations, repairs and services, summer/part-time employment, work conditions

COMMUNICATIONS: telephone, mail – post office

SHOPPING: shopping facilities and products, include local stores, shopping patterns, time (opening hours), currency, interaction with sales staff, staples and everyday purchases, trade and barter, shopping information (prices), weights/sizes/measurement

MEAL TAKING/FOOD/DRINK: types of food and drink, everyday family fare, national specialties, fast food, food and drink preparation, special occasion menu, regular family meals, eating with friends/relatives, eating out, socializing in public establishments

PHYSICAL ENVIRONMENT: physical features, geography of local community, Hodinöhsö:ni:h/Ho:dinöhshö:nih territory, seasons, cultural connection to seasons, time, weather conditions, animals, herbs/medicines, plants – natural dyes, impact on human life, environment, ecology

HEALTH AND WELFARE: illness – symptoms of illness, medical services/treatments, insurance/social services

EDUCATION: teachers/school personnel, behavior/discipline, school supplies, school activities, classroom, extracurricular

CULTURAL ACTIVITIES: Ögwehö:weh World View, nature's cycles, seasonal cycles, hobbies/sports, cultural resources, traditions and customs, family involvement, ancestral technology utilized today

TRAVEL: geography of Native Nations (may include North, South, and Central America), transportation, means of modern transportation, early cultural means of transportation, maps, map of Hodinöhsö: ni:h/Ho:dinöhshö:nih territory

CURRENT EVENTS: political, social, cultural, and economic aspects that pertain to Ögwehö:weh society and its relationship to the world, present government, current political issues, current economic issues, artistic expressions by modern artisans, historical and artistic sites

PROFICIENCIES

LISTENING

Student can comprehend simple statements and questions. Usually comprehends the main idea of extended but simple messages and conversations. Often requires repetition for comprehension.

SPEAKING

Student can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary, structure, and sound patterns appropriate to the communicative situations and functions of this level. Can be understood, with some repetitions, by Ögwehöwe:ka:? speakers working with students attempting to speak their language.

READING (local decision)

Student can understand simple material for informative or social purposes. Can understand the essential content of short, general public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on visual cues and prior familiarity with the topic. Understanding is limited to basic vocabulary containing only the commonly used grammatical patterns and vocabulary items. Can sometimes guess at related root words within the context of unfamiliar vocabulary. May have to read the material several times in order to achieve understanding.

WRITING (local decision)

Student can express basic personal needs and compose short messages on very familiar topics based on personal experience. Writing consists mostly of mastered vocabulary and structures in simple sentences and phrases. Although differences in writing systems may be frequent, writing can be understood by Ögwehöwe:ka:? instructors.

B

FUNCTIONS

- Socializing
  - -greeting/thanking
  - -leave-taking
  - -introducing
  - -thanking
  - -courtesies
- Providing and obtaining information about:
  - -facts
  - -events
  - -needs
  - -opinions
  - -attitudes
  - -feelings
- Expressing personal feelings about:
  - -facts
  - -events
  - -opinions
  - -attitudes
- Getting others to adopt a course of action by:
  - -suggesting
  - -requesting
  - -directing
  - -advising
  - -warning
  - -convincing
  - -praising

Each checkpoint contains all the functions, situations, and topics from the previous checkpoints; situations that are new to this checkpoint are in bold print.

SITUATIONS

LISTENING:

Information and announcements from providers of common public services in face-to-face communications

Information (bulletins/announcements) provided over loudspeakers, radio, and television

Short presentations of interest to the general public given in person, on radio, on television

Songs, stories, live and recorded

LISTENING/SPEAKING:

Interaction with providers of common public services in face-to-face communications

Informal everyday conversations with peers and adults

Interaction with providers of common public services by telephone

Group conversations and group discussions with peers and adults

Informal presentations to groups of peers and adults

READING:

Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.

Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short informal notes

Simple business correspondence and pamphlets

Facts, opinions, feelings, and attitudes in correspondence

Letters to the editor and feature articles from general-interest publications

Excerpts from culturally specific poetry, prose, and lower traditions for cultural appreciation

WRITING:

Forms to be filled out for the use of common public services

Informal notes for communications in everyday life situations

Brief reports describing simple situations and sequences of events

Personal letters

Formal letters on topics of personal needs

TOPICS

PERSONAL IDENTIFICATION: greetings, age, Tribal/Nation identification, local community (within reservation), clan, family members, native language spoken, height, weight, complexion, facial features, body parts, color of hair/eyes, character, personality, likes and dislikes, tastes and interests

HOUSE AND HOME: house, apartment, mobile homes, rooms: identification, size/function, furnishings, garden/terrace/porch, appliances

CLOTHING AND COLORS: everyday clothing, seasonal clothing, traditional native clothing, dressing, colors

FAMILY LIFE: immediate family members, extended family, clans

COMMUNITY/NEIGHBORHOOD: local community map, local community sites in nearby towns and cities, common activities, recreational opportunities

HONORED, GIFTED, SPECIFIC LIFE-ACQUIRED SKILLS: those skills utilized within Ögwehö:weh society without monetary compensation; i.e., Chiefs, Clan Mothers, Faith Keepers, Orators, Historians, Midwives, Cooks, Community Organizers, paid occupations, volunteer occupations, repairs and services, summer/part-time employment, work conditions

COMMUNICATIONS: telephone, mail – post office

SHOPPING: shopping facilities and products, include local stores, shopping patterns, time (opening hours), currency, interaction with sales staff, staples and everyday purchases, trade and barter, shopper information (prices), weights/sizes/measurement

MEAL TAKING/FOOD/DRINK: types of food and drink, everyday family fare, national specialties, fast food, food and drink preparation, special occasion menu, regular family meals, eating with friends/relatives, eating out, socializing in public establishments

PHYSICAL ENVIRONMENT: physical features, geography of local community, Hodinöhsö:ni:h/Ho:dinöhshö:nih territory, seasons, cultural connection to seasons, time, weather conditions, animals, herbs/medicines, plants – natural dyes, impact on human life, environment, ecology

HEALTH AND WELFARE: illness – symptoms of illness, medical services/treatments, insurance/social services

EDUCATION: teachers/school personnel, behavior/discipline, school supplies, school activities, classroom, extracurricular

CULTURAL ACTIVITIES: Ögwehö:weh World View, nature's cycles, seasonal cycles, hobbies/sports, cultural resources, traditions and customs, family involvement, ancestral technology utilized today

TRAVEL: geography of Native Nations (may include North, South, and Central America), cultural interaction-protocol/Ögwehö:weh passports, cultural awareness, cultural expectations (hosts/visitors), transportation, means of modern transportation, early cultural means of transportation, maps, map of Hodinöhsö: ni:h/Ho:dinöhshö:nih territory

CURRENT EVENTS: political, social, cultural, and economic aspects that pertain to Ögwehö:weh society and its relationship to the world, present government, current political issues, current economic issues, artistic expressions by modern artisans, historical and artistic sites

PROFICIENCIES

LISTENING

Student can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions for understanding. Student can understand simple sentences and Ögwehöwe:ka:? word-order patterns. Has both general and detailed understanding of short expressions but has only general understanding of longer conversations and messages within familiar communicative situations. (Can sustain comprehension within context or short communications on familiar topics with Ögwehöwe:ka:? speakers who are aware of the nonfluent status of the listener.)

SPEAKING

Student can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and need to gain confidence in speaking. Can use the more common verbal structures but still makes many errors in formation and selection. Can use word-order sentences accurately but still makes errors in more complex patterns. Can sustain coherent structures in short and familiar communicative situations. Can correctly employ basic cohesive word incorporations. Extended communication is largely a series of short connected utterances. Can articulate comprehensibly but has difficulty in producing certain sounds in certain positions or combinations. Speech is usually labored. Has to repeat to be understood by the general public.

READING (local decision)

Student can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Has specific comprehension of selected passages in familiar sentence patterns. Can follow essential points and some details of informative and descriptive writing when dealing with areas of special interest and is able to guess meaning from context.

WRITING (local decision)

Student can write simple notes, letters, and short reports, using elementary vocabulary and commonly encountered structures. Can express present, future, and past ideas comprehensibly. Difficulties still occur when expressing more complex thoughts. Begins to develop sequential relationships. Writing is comprehensible to Ögwehöwe:ka:? instructors.

C

FUNCTIONS

- Socializing
  - -greeting/thanking
  - -leave-taking
  - -introducing
  - -thanking
  - -courtesies
- Providing and obtaining information about:
  - -facts
  - -events
  - -needs
  - -opinions
  - -attitudes
  - -feelings
- Expressing personal feelings about:
  - -facts
  - -events
  - -opinions
  - -attitudes
- Getting others to adopt a course of action by:
  - -suggesting
  - -requesting
  - -directing
  - -advising
  - -warning
  - -convincing
  - -praising

Each checkpoint contains all the functions, situations, and topics from the previous checkpoints; situations that are new to this checkpoint are in bold print.

SITUATIONS

LISTENING:

Information and announcements from providers of common public services in face-to-face communications

Information (bulletins/announcements) provided over loudspeakers, radio, and television

Short presentations of interest to the general public given in person, on radio, on television

Songs, stories, live and recorded

Feature programs on television, in the movies, and on the radio

LISTENING/SPEAKING:

Interaction with providers of common public services in face-to-face communications

Informal everyday conversations with peers and adults

Interaction with providers of common public services by telephone

Group conversations and group discussions with peers and adults

READING:

Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.

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Short samples of creative writing

TOPICS

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CLOTHING AND COLORS: everyday clothing, seasonal clothing, traditional native clothing, dressing, colors

FAMILY LIFE: immediate family members, extended family, clans

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COMMUNICATIONS: telephone, mail – post office

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MEAL TAKING/FOOD/DRINK: types of food and drink, everyday family fare, national specialties, fast food, food and drink preparation, special occasion menu, regular family meals, eating with friends/relatives, eating out, socializing in public establishments

PHYSICAL ENVIRONMENT: physical features, geography of local community, Hodinöhsö:ni:h/Ho:dinöhshö:nih territory, seasons, cultural connection to seasons, time, weather conditions, animals, herbs/medicines, plants – natural dyes, impact on human life, environment, ecology

HEALTH AND WELFARE: identifying parts of the body, illness, symptoms of illness, medical services/treatments, insurance/social services

EDUCATION: teachers/school personnel, behavior/discipline, school supplies, school activities, classroom, extracurricular

CULTURAL ACTIVITIES: Ögwehö:weh World View, nature's cycles, seasonal cycles, hobbies/sports, cultural resources, traditions and customs, family involvement, ancestral technology utilized today

TRAVEL: geography of Native Nations (may include North, South, and Central America), cultural interaction – protocol/Ögwehö:weh passports, cultural awareness, cultural expectations (hosts/visitors), transportation, means of modern transportation, early cultural means of transportation, maps, map of Hodinöhsö: ni:h/Ho:dinöhshö:nih territory

CURRENT EVENTS: political, social, cultural, and economic aspects that pertain to Ögwehö:weh society and its relationship to the world, present government, current political issues, current economic issues, artistic expressions by modern artisans, historical and artistic sites

PROFICIENCIES

LISTENING

Student can understand standard speech delivered with some repetition and rewording by an Ögwehöwe:ka:? speaker not used to dealing with nonfluent speakers. Can understand the essential points of discussions or presentations on familiar topics. Comprehending complex utterances may be affected by tension, pressure, emotional stress, and unfavorable listening conditions.

SPEAKING

Student can handle most communicative situations with confidence but may need help with any complication or difficulty. Vocabulary is sufficient to communicate. Can handle elementary constructions accurately. Limited control of more complex structures may interfere with communication.

READING (local decision)

Student can understand most factual information in nontechnical prose as well as some informative and descriptive texts on topics related to areas of special interest. Can read excerpts from literature for pleasure. Is able to separate main ideas from lesser ones and thus begins to analyze materials written for the general public. Is able to use linguistic context and prior knowledge to increase comprehension. Can detect the overall tone or intent of the text.

WRITING (local decision)

Student can compose unified and organized texts on everyday topics with sufficient vocabulary to express oneself simply with some effort. Can express complex ideas sequentially with simple language. Writing is comprehensible to Ögwehöwe:ka:? instructors.

CURRICULUM DEVELOPMENT

AN OVERVIEW

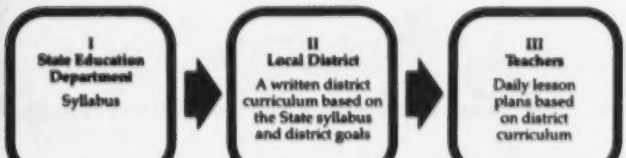
Curriculum development takes place at the state, regional, district, and classroom levels. It consists of three major categories of activities:

I State level – An Ögwehöwe:ka:? syllabus developed by Ögwehö:weh which contains statements of goals and learning outcomes;

II Community/District level – development of a written curriculum based on the Ögwehöwe:ka:? syllabus;

III Classroom level – development of courses of study with units and daily lessons based on the community/district Ögwehöwe:ka:? curriculum.

These activities are shown below:



CURRICULUM DEVELOPMENT AT THE LOCAL LEVEL

Curriculum development at the local level may involve classroom teachers, special education teachers, supervisors, administrators, and chairpersons, parents, members of the community, and students as well. The task is to design a program that is directed toward the systematic accomplishment of the goals provided by the Regents, the Ögwehöwe:ka:? syllabus, the community, and the local board of education. The total program should be designed at the local level to address each community's particular needs and expectations.

The process of curriculum development involves planned, sequential activities that require the commitment of time and of human and financial resources from the community/district. The objective is to provide a written document with the following parts:

- a statement of philosophy regarding Ögwehöwe:ka:? study for the community/district
- broad goals for the program based on the syllabus goals and the community/district goals
- a scope and sequence for content and skills to be taught K-12 if the program begins in the elementary school
- learning outcomes and objectives to be achieved at predetermined checkpoints
- model or suggested teaching/learning activities
- evaluation strategies based on the syllabus and the community/ district curriculum
- ideas for modifying instructional methods and materials for students with handicapping conditions
- ways to assess growth and achievement of students with handicapping conditions.

The importance of curriculum development at the local level cannot be underestimated. The curriculum is the link between the Ögwehöwe:ka:? syllabus and the classroom teacher and serves the following purposes:

- It informs the board of education, administrators, teachers, and the community about the program.
- It is the basis for financial and educational decisions about instructional methods and materials, resources for learning experiences, grouping arrangements, time allocations, staff development, and supervision.
- It is the basis for development of courses of study and daily lesson plans.
- It provides continuity and direction for teachers' efforts at all levels.
- It provides strategies for systematic assessment of student achievement.
- It ties together the critical elements of learner outcomes, learning experiences, and evaluation.
- It ensures that the teachers' creative efforts and unique contributions to students are made part of a larger design.

School districts may wish to work cooperatively in this effort. One way to do this is through the CoSer (Cooperative Service) development process of BOCES (Board of Cooperative Educational Services), which enables several districts to work together on a mutually agreeable curriculum project. Schools wishing to take advantage of CoSer should contact their local school superintendent.

Communities/districts may wish to examine other regional consortium possibilities, which might involve colleges, universities, and/or regional or state language associations as means for bringing interested communities/districts into a common curriculum project.

IMPLICATIONS FOR INSTRUCTION

The stated purpose of this syllabus is to identify the goals of Ögwehöwe:ka:? instruction in order to enable communities/districts to meet the second language requirements as specified by the Board of Regents. It is not within the domain of this syllabus to specify a particular curriculum, and it would not be appropriate to suggest specific materials, either commercially prepared or otherwise. These decisions are and should remain the responsibility of individual communities/districts so that the curriculum and materials will reflect their available resources and particular needs, as long as the goals of this syllabus are met. However, this document does contain important implications for instruction. A discussion of some of those implications is offered below.

Instruction in all disciplines is a continuous, spiraling, and cumulative process in which students move from the familiar to the unfamiliar, from the simple to the more complex, always using what has been learned previously to assist them to understand and employ that which they do not yet know.

The ability to communicate is not the result of isolated and compartmentalized efforts. Instead, it is the cumulative result of all previous instruction. The ability to communicate effectively at any given level of proficiency, or at a particular checkpoint, may require a specific vocabulary, a useful set of linguistic structures, or specific knowledge of certain cultural elements, but it cannot be acquired in one single unit of instruction. Students acquire it gradually as their range of functions, situations, and topics increases and as their proficiency within each one of those components of communication becomes more advanced. The components are revisited again and again, each time at a more advanced level of proficiency. It is important for students to be aware of the relationships among the various components of communication and to recognize that the language needed for communication in one component is valid for other components as well. The sooner students are exposed to the relationships among the various components, the faster their growth in proficiency will be.

The goals and the components of communication in this syllabus are organized to reflect the cumulative effect of continued instruction through Checkpoints A, B, and C. Teachers and curriculum writers are encouraged to refer to the checkpoint graphics in preparing their instructional objectives.

A communicative emphasis has major implications for language educators. Units of language instruction can be organized in terms of what people want to communicate. The learning outcomes listed in this syllabus emphasize the development of practical language skills that have immediate application to communicative situations in Ögwehöwe:ka:?. Teaching for communication, the overall goal, will require teachers to use for instruction authentic materials (samples of Ögwehöwe:ka:? as it is used by native speakers to communicate among themselves) drawn from a wide variety of sources.

It will be necessary for teachers to formulate instructional objectives and create lessons and materials that will accommodate the learning styles and abilities of a diverse student population. Instructional techniques, materials, and assessment tools may have to be modified so that students with handicapping conditions, for example, will have alternative ways to demonstrate their proficiencies without being limited by their handicaps. Students who have difficulty reading and writing may need to demonstrate their ability through another modality. Instructional objectives and techniques will have to be structured in such a way as to maximize their chances for success. Much of this, of course, will depend upon the resourcefulness and sensitivity of the classroom teacher. Regional Special Education Training and Resource Centers (SETRC) are available to assist teachers in developing appropriate instructional activities and strategies for students with handicapping conditions. Additional assistance is also available through consultant teacher services. See Appendix D for further information on these services.

There are many ways to ensure achievement of an objective. Methodological choices may vary with the characteristics of the students and the teachers and with the circumstances under which the learning/teaching process takes place. In general, however, to be effective in teaching for communication, a teacher should:

- have a practical command of Ögwehöwe:ka:? and its culture;
- identify the students' learning styles;
- manage within the same classroom a variety of small-group work, promoting face-to-face interaction;
- use simulations, role-play situations, and games;
- develop a positive learning climate;
- use informal and/or formal testing to assure achievement of the objectives; and
- develop appropriate activities for teaching Ögwehöwe:ka:?.

LISTENING

Listening comprehension skills should develop the students' capacity to derive meaning and understanding of Ögwehöwe:ka:?. The samples of Ögwehöwe:ka:? sound patterns may be delivered in a variety of ways, in person as well as through the media of television, telephone, radio, recordings, and loudspeakers.

Because the listener has little or no control over the nature of the language or its rate of delivery, listening is an important skill to acquire and one that must be practiced regularly. Developing listening fluency requires providing a sequence of listening activities that are appropriate to the students' listening skill level. These activities should challenge but not frustrate students as they proceed from easy to more complex listening activities.

As soon as possible, students should be exposed to Ögwehöwe:ka:? sound patterns, either live or recorded. At the same time, carefully constructed samples should be presented to students so that they can derive meaning from simple language composed of familiar elements. In all cases, the context from which the samples are drawn should be clear. Live and/or recorded samples of communication among Ögwehöwe:ka:? speakers in a culturally authentic setting should be used extensively.

At the initial stages of instruction, listening comprehension skill development may be limited to understanding the gist of a message. As comprehension improves, students should be encouraged to identify as many specific details as possible. Eventually they should be able to recall most of the significant details from Ögwehöwe:ka:? samples of an appropriate length and level of difficulty.

Students should be taught to overcome difficulty of understanding caused by unknown elements of speech and to focus on overall comprehension. Students and teachers should act out, explain, and use repetition to enhance comprehension.

SPEAKING

Speaking should develop the students' ability to express themselves effectively on a wide range of topics in a wide range of situations.

Early in the instructional process, the focus may be placed on the correct production of predetermined samples of Ögwehöwe:ka:?. These samples should always be presented in a communicative situation so that real meaning can be communicated between the students and teachers. Throughout the process, the communicative situations should be as realistic as possible.

To develop speaking skills, teachers should emphasize spontaneity and creativity. Students should have the opportunity to be themselves and to express their own thoughts, opinions, and observations. They should be encouraged to experiment with formulating new messages on their own or with the help of the teacher, rather than being restricted to question/answer drills or to structured messages that are memorized or written before being uttered.

Students should learn grammar as a by-product of communication. A point of grammar should be taught ONLY when students have demonstrated that they need that structure in order to convey accurately an important message. This approach is more effective than engaging students in a contrived situation for the sole purpose of "practicing" the application of a point of grammar.

Accurate pronunciation, intonation, and grammar are desirable, but they should not be pursued at the cost of restricting or inhibiting the speakers' range of possible communications. They are important ONLY to the extent that they make communication possible. In all cases, the correction of errors should be undertaken only after the interaction has been completed. Corrections should never interfere with the dynamics of communication.

Some students with handicapping conditions communicate through alternative means such as signing or using communication boards. Appropriate accommodations will be required for these students.

READING (where applicable)

Reading instruction should focus on deriving meaning from samples of written language consistent with the students' needs, interests, and abilities and with their proficiency level in Ögwehöwe:ka:?.

At the earliest stage of reading instruction, students should be encouraged to look at simple, short excerpts of texts. Samples of Ögwehöwe:ka:? chosen for students should reflect topics of general or specific interest to them. The material should be current, relevant, and representative of situations or topics encountered commonly in daily life.

As their proficiency level increases, students should be asked to read texts of greater complexity, and there should be increased emphasis on both details and general comprehension. Teachers should help students use clues in context to decode the meaning of unfamiliar parts of that text. It is advisable to select content that will evoke strong reactions on the part of students, thus stimulating other communicative activities such as oral and written reports and class discussions.

WRITING (where applicable)

The purpose of instruction in writing is to enable students to express themselves in a variety of situations. In order to motivate students to write, it is important that they help determine the topics and content of what they write. It is equally important, in producing a sample of writing, that they have access to all available help and resources including Elders, reference materials, their classmates, and their instructors.

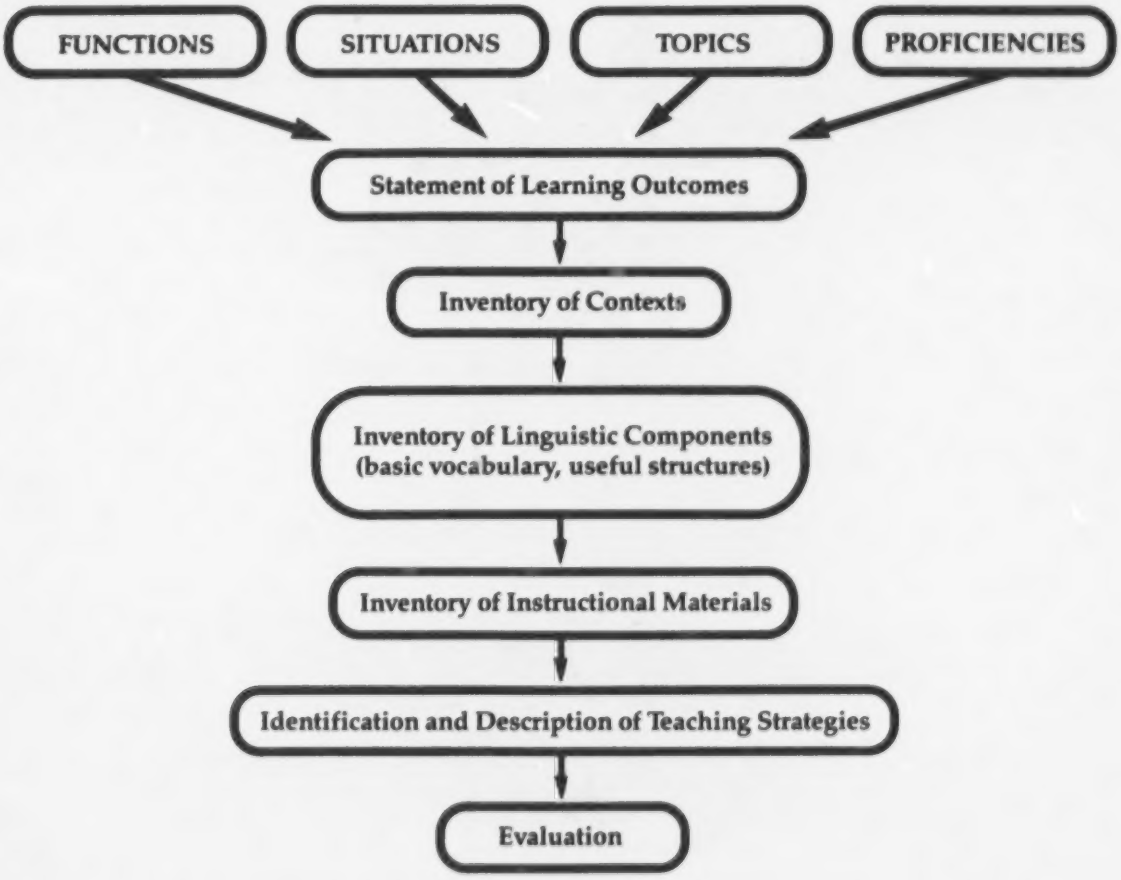
Writing practice exercises should be used in very limited fashion and only for the specific purpose of helping individual students to develop needed structural patterns. It is important to note that writing will vary in length and complexity depending upon the nature of the task and the students' actual writing ability.

OUTLINE FOR PLANNING A UNIT OF INSTRUCTION

Learning a language is a cumulative, spiraling process, and any communicative function can apply to a variety of situations and topics. Once the functions, situations, and topics are identified, they can be combined in innumerable ways to provide the focus of a unit of instruction. The units can be interrelated and contribute to the progressive accumulation of knowledge and skills if each unit reinforces previous units.

The statement of learning outcomes for a unit should define the specific communicative tasks that the students will be able to perform as the result of instruction. It should be clear, relevant, and attainable, and should reflect both the students' communicative needs and their interests. It is important that the learning outcomes be realistic for the students. Teachers are advised to refer to the proficiencies described for each checkpoint in formulating their statements of learning outcomes.

The following schematic represents one of many possible approaches to developing a unit of instruction:



Once the initial plan of the unit has been created, it is necessary to specify the instructional content of that unit. This includes the details that ultimately give rise to the daily lesson plans. In preparing this content, the teacher may wish to do the following:

- Identify the situation in which the functional communication can take place, and provide for realistic presentation and discussion.
- Inventory the basic vocabulary and useful structures.
  - What previously used words will be included?
  - What new words will be introduced?
  - What structures that have been used previously will be included again?
  - What structures will be incorporated for the first time?
- Select the teaching methods to be employed in achieving the learning outcomes.
  - What types of activities will lead to the acquisition of Ögwehöwe:ka:? needed for communication?
  - What types of activities will give students the opportunity to practice and demonstrate what they have learned?
- Select the instructional materials to be used, either commercial, teacher-made, or derived from various sources.
- Prepare the format/schedule for evaluating student proficiency.
- Modify instruction to meet the needs of students with handicapping conditions as specified on their Individualized Education Program (IEP).

EVALUATION

Evaluation is essential because it aids the teacher in determining whether and to what extent the learning outcomes have been attained or the desired proficiency levels achieved. It enables the teacher to determine whether additional learning activities must be applied and what form those activities should take to be most effective either for a class as a whole or for individual students.

Recognizing that learning styles and time are both important factors in language acquisition, teachers must make provisions to accommodate them in the evaluation of individual students. Evaluation, whether formal or informal, oral or written, should be ongoing, but it should not intrude upon the natural flow of the development of communicative skills.

Teachers will want to employ many different kinds of techniques in evaluating student performance of the learning outcomes. These techniques may vary from the actual performance of the learning activities included in the unit to specially designed oral and/or written testing devices that measure cumulatively the degree of proficiency attained in a given unit.

ORAL EVALUATION

Evaluation of:

- student's ability to follow and give directions in a given situation
- student's ability to participate in simple conversation
- student's ability to communicate in simple conversation can be accomplished by informal observation in unstructured situations such as:
  - teacher to student
  - role reversal
  - student to student
  - student to an Elder
  - student to family members

The level of oral ability expected can be determined by the teacher for each of the above situations.

The purpose of the syllabus is not to prescribe any particular form of evaluation because there is no single best form. These decisions must be left to the individual community/district and teachers who will develop evaluative procedures based on their programs and the nature of the students they teach. It must be remembered, once again, that the evaluation, oral/written, should reflect the instructional unit and the communicative function on which it was based. Regardless of how it is done, the evaluation should enable students to show how well they communicate meaning within the given situations and topics rather than concentrating primarily on the intricacies of structure and form. In constructing the evaluation procedures, teachers are encouraged to refer to the proficiency levels described in this syllabus.

Teachers should be aware of and implement alternative testing techniques necessary for some students with handicapping conditions as specified on the student's Individualized Education Program (IEP). See Appendix D for further information on the use of alternative testing techniques.

INTERDISCIPLINARY ACTIVITIES

In order to develop a language program that promotes functional communication and integrates linguistic and cultural skills, teachers are encouraged to initiate and/or participate in interdisciplinary committees to explore the interrelationships that exist among different subject areas. It is important for all teachers to be aware of these interrelationships so that they may identify topics of common interest in the various curricula.

The topics of study in this syllabus represent the vast heritage of human civilization – the knowledge, beliefs, customs, and skills acquired as members of a given society. They represent the "universals of culture" that are found in some form in every culture on earth and are also the concerns of other disciplines such as social studies, language arts, science, mathematics, music, the visual and performing arts, and occupational education. Thus, through interdisciplinary projects, teachers draw from related fields to expand the horizons of their students. By integrating knowledge and skills from all disciplines, students can strengthen their values of civic responsibility and develop reasoning skills and creative thinking as well as an ability to think wholistically.

MULTIMEDIA APPROACH

There is a need to explore new methods that can expand students' opportunities to practice an Ögwehöwe:ka:? language in authentic ways in the classroom.

A teacher, regardless of talent or dedication, is but one voice and cannot be expected to replicate the full range of practical communicative situations.

Drill-and-practice activities, however creative, are limited by the classroom environment. Modern technology has the potential to fill the gap and provide a forum in which the speakers stay in Ögwehöwe:ka:?. Modern technology has the advantage of showing nonverbal and cultural dimensions of the language and shares with the student the inflections and natural expressions utilized by a fluent speaker.

The use of multimedia aides provides an innovative opportunity to introduce and/or reinforce Ögwehöwe:ka:? lessons. The following multimedia aides may be used:

- language master
- filmstrips with cassette tapes
- slides with cassette tapes
- songs
- games
- computers
- Dial-A-Tape telephone system
- videotapes

Videotapes are invaluable in teaching an Ögwehöwe:ka:? language. Videotapes can be made of culturally and historically important legends, contemporary stories, and contemporary fluent speakers sharing cultural information pertaining to the 15 topics.

Each of the above media provides the teacher an excellent opportunity to have students experience a broader range of exposure to the language. However, it may be necessary to provide adapted equipment, such as an expanded keyboard, for some students with handicapping conditions.

SAMPLE UNIT PLAN

To facilitate the implementation of this syllabus, a sample Seneca unit plan is provided in this section.

There are many ways to plan a unit. The following unit plan is only one of many possible formats. This sample unit plan was developed for the topic "Community/ Neighborhood" by the Title VII Bilingual Program, Gowanda Central Schools. It is estimated that this unit plan will take approximately two to three weeks. Following is a list of the components of the unit:

Function
Situation
Topic
Communicative Setting
Proficiencies
Learning Outcomes
Suggested Classroom Activities
  Listening
  Speaking
  Reading
Suggested Materials
Seneca Vocabulary
Seneca Sentences
Evaluation
Community Sites Vocabulary
Community Conversation Vocabulary
Community Conversation, Dialogue #1
Community Conversation, Dialogue #2
Community Conversation, Dialogue #3
Classroom Activities

Sample Unit Plan

FUNCTION:

Socializing, greeting, and leave-taking, providing and obtaining information, and getting others to adopt a course of action.

SITUATION:

Informal everyday conversations with peers and adults.

TOPIC:

Topic 5, "Community/Neighborhood," and local community sites in nearby towns and cities, common activities, recreational opportunities.

COMMUNICATIVE SETTING:

Two individuals meet and discuss in Seneca where they have been and where they are going, using the following community sites vocabulary and community conversations for daily activities, i.e., shopping, going to the restaurant, and attending community events.

PROFICIENCIES:

Listening/Speaking objectives at Checkpoint A.

LEARNING OUTCOMES:

- Given a dialogue in the Seneca language between two fluent speakers, the students will identify where they (fluent speakers) have been and where they are going.
- The students will be able to conduct a simple conversation using the community vocabulary in this unit as an example.

SUGGESTED CLASSROOM ACTIVITIES:

- **Listening**

Given a set of 12 slides of community sites, the student will be able to demonstrate listening comprehension by identifying the 12 slides.

Given three oral community sites conversation dialogues in Seneca (see following community conversations 1,2, and 3), the student will be able to answer questions about the activities taking place in the dialogues.

The student is able to identify who, what, where, and when from simple questions, using the community conversation dialogue vocabulary.

- **Speaking**

Given five questions in Seneca, the student will be able to respond to the questions in Seneca, using the variations of the community sites vocabulary.

- **Reading**

The students will read community conversation dialogues 1, 2, and 3 in Seneca to each other to understand the main ideas in the Seneca community conversations.

SUGGESTED MATERIALS:

- Community sites slides 1-12
- Language master cards of community conversations 1, 2, and 3
- Cassette tapes of dialogues
- Dial-A-Tape scripts

SENECA VOCABULARY:

Community sites vocabulary (page 34)
Community conversation vocabulary (page 34)

SENECA SENTENCES:

Community conversation dialogues 1,2, and 3 (page 35)

EVALUATION:

A. Given four orally stated choices for each of the 12 community sites slides, the student will choose the correct item.

B. Given three oral community conversation dialogues, the student will answer four questions for each dialogue. (Note to teacher: include in questions the topic, situation, function, and purpose of the dialogue.)

C. Given five oral questions in Seneca using the community conversation dialogues, the student will respond to at least four out of five questions in Seneca.

COMMUNITY SITES VOCABULARY
Slides 1-12

1. TADË:NINÖ:NEH ..... STORE
2. TENÖDEYËSDAHGWA'GEH ..... SCHOOL
3. TËNÖDEKÖNYA'DAHGWA'GEH ..... RESTAURANT
4. TËNÖNTGANYE'DAHGWA'GEH ..... GYM
5. GAYA'DAHA'GEH ..... MOVIES
6. DETADIJISGWA'ESDAHGWA'GEH ..... BALLFIELD
7. TËNÖSWADTA'GEH ..... FIREHALL
8. TADEJË'SGEH ..... CLINIC
9. GANÖHSESGEH ..... LONGHOUSE
10. TËNÖTGËNISA:D'THA'GEH ..... CHURCH
11. TODIYA'DAYEISDAHGWA'GEH ..... MEETING PLACE
12. GAISDI'SYÖ:H' ..... RESERVATION LINE

COMMUNITY CONVERSATION VOCABULARY

1. ga:weh-*where*
2. dë'ëh-*what*
3. na'od-*what*
4. ogwe:nyö:h-*can or will be able to do something*
5. ho'ge'-*I am going there*
6. ho'se'-*you are going there*
7. hëh se:'-*you are going* (future) *there*
8. ëh ne:'-*you or I will go* (future)
9. ëdwe:'-*we will go* (future); *I will go with you all*
10. nöda:se:'-*you come from there*
11. heh se'sgwa'-*you have been there*
12. he ge'sgwa'-*I have been there*
13. ga:nyo'-*when; while*
14. nyoh-*okay*
15. do:gës-*yes*
16. hë'ëh-*no*
17. ne:wa'-*now/this time*
18. no:nëh-*when*
19. ëhsni:nö'-*you will buy*
20. ëhsninö:nö'-*you buy* (future); *you will go there and buy*
21. ëkni:nö'-*I will buy*
22. ëh syënë:da't-*when you finish*
23. tënötga:nyeh-*where they play*
24. nësa:je:'-*what you are going to do*
25. nyë: nöje:'-*what they are going to do*
26. dëgashä:nye'ha'-*I am going to practice*
27. dënöshä:nye:'-*they are going to practice*
28. ëhsënihe:'-*you will stop*
29. ëwödahgwi'-*it will end*
30. ëdwadekönya:nö'-*we will go and eat*

Additional

1. wë:dö:h-*when*
2. hësne'-*two people going there*
3. hëswe'-*more than two people going there*
4. wa'a:gwe'-*we are going there*

ë-When this nasal "e" appears in the first syllable, it usually indicates the future tense.

COMMUNITY CONVERSATION
Dialogue #1

1. **Q.** Ga:weh ho'se'? *Where are you going?*
   A. Tadë:ninõ:neh ho'ge'. *I am going to the store.*

2. **Q.** Dë'ëh na'od ëhsni:nõ'? *What are you going to buy?*
   A. Adahdi'shä' ëkni:nõ'. *I am going to buy socks.*

3. **Q.** Ga:weh hëhse:' no:nëh ëhsyënë:da't? *Where are you going when you finish?*
   A. Gaya'daha'geh ho'ge'. *I am going to the movies.*

4. **Q.** Ögwe:nyö:h ëhne:'? *Can I go with you?*
   A. Hë'ëh. *No.*

COMMUNITY CONVERSATION
Dialogue #2

1. **Q.** Ga:weh nöda:se:'? *Where did you come from?*
   A. Tënödeyesdahgwa' geh hege'sgwa'. *I have been to school.*

2. **Q.** Ögwe:nyö:h dewa'ë:õ' tonötga:nye:h hëhse:'? *Can you go to the lacrosse game?*
   A. Do:gës. *Yes; sure!*

3. **Q.** Ga:weh hëdwe:' ga:nyo' ëwödahgwi'? *Where shall we go after the game?*
   A. Ëdwadekönya:nõ'. *We'll go to eat.*

4. **Q.** Ga:weh? *Where?*
   A. Tënödekönya'dahgwa'geh. *To a restaurant.*

5. **Q.** Nyoh, ne:' nëdwa:ye:'. *Okay, let's do that.*

COMMUNITY CONVERSATION
Dialogue #3

1. **Q.** Ga:weh hehse'sgwa'? *Where have you been?*
   A. Gaya'daha'geh hege'sgwa'. *I have been to the movies.*

2. **Q.** Na'od ne:wa' nësa:je:'? *What are you going to do now?*
   A. Detadijisgwa'esdahgwa' geh ho'ge'. *I am going to the ballfield.*

3. **Q.** Dë'ëh nyë:nöje:'? *What are they going to do?*
   A. Dënöshä:nye:' dëwa'ë:õ'. *We are going to practice lacrosse.*

4. **Q.** Do: niyo:wa'geh ëhsënihë:'? *What time are you finished?*
   A. Degyõ' nëyoisda'e:ak. *Eight o'clock.*

CLASSROOM ACTIVITIES

Place a check in front of the most appropriate response to the picture shown.

(1) Slide 1
___a) hënöntganyedahgwa'geh
___b) hënödeyësdahgwa'geh
___c) gaya'daha'geh
___d) hënö'swata'geh

(2) Slide 2
___a) detadijisgwaesdahgwa'geh
___b) hadejë'sgeh
___c) ganöhsesgeh
___d) hodiya'dayei:sda'gwa'geh

(3) Slide 3
___a) ganöhsesgeh
___b) hadejë'sgeh
___c) tadë:ninö:neh
___d) hënödekönya'dahgwa'geh

(4) Slide 4
___a) tadë:ninö:neh
___b) hënödekönya'dahgwa'geh
___c) gaya'daha'geh
___d) hadejë'sgeh

(5) Slide 5
___a) gaya'daha'geh
___b) tadë:ninö:neh
___c) hodiya'dayei:sdahgwa'geh
___d) gaisdi'syö:h

(6) Slide 6
___a) hënötganye'dahgwa'geh
___b) hënödeyësdahgwa'geh
___c) hënöswadta'geh
___d) gaya'daha'geh

(7) Slide 7
___a) tadë:ninö:neh
___b) gaisdi'syö:h
___c) hënödekönya'dahgwa'geh
___d) hënötganye'dahgwa'geh

(8) Slide 8
___a) hënödekönya'dahgwa'geh
___b) gaya'daha'geh
___c) hënödeyësdahgwa'geh
___d) ganöhsesgeh

(9) Slide 9
___a) hënö'swata'geh
___b) gaya'daha'geh
___c) hodiya'dayei:sdahgwa'geh
___d) detadijisgwa'esdahgwa'geh

(10) Slide 10
___a) hënödekönya'dahgwa'geh
___b) hënödeyësdahgwa'geh
___c) hadejë'sgeh
___d) hënöswad'ta'geh

(11) Slide 11
___a) hënötganyedahgwa'geh
___b) hënödeyësdahgwa'geh
___c) hënötganisa:d'tha'geh
___d) gaya'daha'geh

(12) Slide 12
___a) hënödeyësdahgwa'geh
___b) hënödekönya'dahgwa'geh
___c) hadejë'sgeh
___d) hodiya'dayei:sdahgwa'geh

Oral Interaction: The student will orally express the following concepts in Seneca.

1. Can I go with you?
2. Where are you going?
3. Where have you been?
4. I am going to the store.
5. What are you going to do now?

The student will respond in Seneca to the following passages, using the community dialogue from topic 5.

1. Ga:weh ho'se' ?
2. Ga:weh hehse'sgwa' ?
3. Dë'ëh na'od ëhsni:nö' ?
4. Ga:weh nöda:se:' ?
5. Ga:weh hëdwe:' ga:nyo' ëwödahgwi' ?

DIALOGUE 1

Directions: After listening to the dialogue, choose the most appropriate response to the question.

1. Where is the person going?
   ___a) firehall
   ___b) store
   ___c) ballfield
   ___d) movies
2. What is this person going to do?
   ___a) He is going to watch movies.
   ___b) He is going to lacrosse practice.
   ___c) He is going to the restaurant.
   ___d) He is going to buy socks.
3. What is "A" going to do when he is finished?
   ___a) He is going to the movies.
   ___b) He is going to practice.
   ___c) He is going shopping.
   ___d) He is going to watch television.
4. What did "Q" ask "A"?
   ___a) Can you help me?
   ___b) Can you start the television?
   ___c) Can I go with you?
   ___d) Can I borrow some money?

DIALOGUE 2

Directions: After listening to the dialogue, choose the most appropriate response to the question.

1. Where did "A" come from?
   ___a) church
   ___b) gym
   ___c) restaurant
   ___d) school
2. What is "Q" asking "A"?
   ___a) Are you going to the lacrosse game?
   ___b) Are you going to the movies?
   ___c) Are you going to lacrosse practice?
   ___d) Are you going shopping?
3. Can "A" go?
   ___a) yes
   ___b) no
   ___c) none of the above
4. Where are they going now?
   ___a) They are going to lacrosse practice.
   ___b) They are going to the movies.
   ___c) They are going to eat.
   ___d) They are going to watch television.

DIALOGUE 3

Directions: After listening to the dialogue, choose the most appropriate response to the question.

1. Where was "A"?
   ___a) watching television
   ___b) school
   ___c) store
   ___d) theater (movies)
2. Where is he going now?
   ___a) school
   ___b) ballfield
   ___c) restaurant
   ___d) store
3. What are they going to do?
   ___a) They are going to the store.
   ___b) They are going to eat.
   ___c) They are going to a lacrosse game.
   ___d) They are going to practice lacrosse.
4. What time will they finish?
   ___a) 2:00
   ___b) 8:00
   ___c) 12:00
   ___d) 5:00

OVERVIEW: HOW TO PLAN A DAILY LESSON

This sample daily lesson plan was developed by staff members of School 19, Buffalo. The topic is "Personal Identification." The focus is on greetings and biographical information.

SAMPLE DAILY LESSON PLAN

FUNCTION

Getting students to adopt a course of action by socializing; greetings.

SITUATION

Informal everyday conversations with peers and adults. Greeting a person and telling one's name, age, clan, and place of residence.

TOPIC

Personal Identification
Biographical Information
Greetings, age, Tribal/Nation identification, clan, local community (within reserve), native language spoken, physical characteristics.

PROFICIENCIES

Listening and Speaking at Checkpoint A.

LEARNING OUTCOME

When greeted by teacher or peers, the student is able to understand and respond appropriately.

ENABLING OBJECTIVES

Given oral questions in the target language (Mohawk) about personal identification, the student is able to respond in the target language.

INVENTORY OF USEFUL VOCABULARY

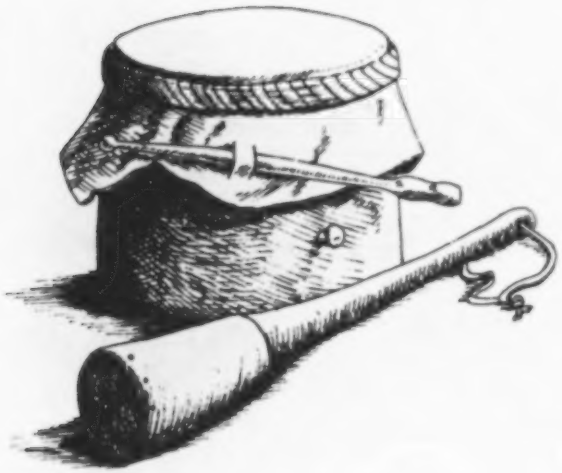
Shekon	iesaiats	natewakoseriiakon
Onen	ionkiats	o'tara
hen	ronwaiats	niwakitaroten
nahoten	iontakiats	Akwesasne
skenennkowa		ioianerakie

INVENTORY OF USEFUL GRAMMAR

Present tense of: to live:
kenakere
senakere
ranakere
ienakere
kanakere

Interrogative expressions:
Nahoten iesaiats?
Skennenkowa, Ken?
K'nise?
Onniiotonhakie?
Kanonwe nisenakere?
To natesoseriiakon?
To nisentaroten?

A P P E N D I C E S



APPENDIX A *Definitions*

ANCESTRAL TECHNOLOGY

Useful, utilitarian, functional. These are items developed by ancestors that continue to be functional tools today.

CULTURE

A total way of life according to the Great Law of Peace and the Good Message.

EDUCATION

Wholistic: complete development of body, mind, heart, spirit, soul, and all senses.

ELDERS

Holders of knowledge.

GIFTED

Having special skills: carving, music, oration, singing, knowledge of medicine, astronomy, animals, etc.

LANGUAGE

Language is viewed by Ögwehö:weh as an extension of one's being.

LITERATE

Unlike the English definition, which means "ability to read and write," The Real People/The Original Beings consider "literate" to mean the ability to: speak the native language(s), be totally knowledgeable of the "way of life," read all elements comprising the natural environment and the universe, read the lunar cycles, live within cycles and natural laws of nature, recognize purpose of everything comprising natural environment and universe, respecting and being grateful for all of the Creator's gifts.

ÖGWEHÖ:WEH

The Real People/The Original Beings.

ÖGWEHÖWE:KA:?

This term covers all aspects pertaining to the Wholistic Way of Life of the Ögwehö:weh, including language, medicine, music, art, technology, government, sports, spiritual beliefs and practices, dress, child rearing, etc.

MASTER/EXPERT

This is a word Ögwehö:weh do not use in reference to themselves because they believe that one's purpose or special talent harmoniously feeds into a whole, and all gifts benefit the people, community, and nation.

SOCIAL VIRTUES, CONCEPTS, AND VALUES OF ÖGWEHÖWE:KA:?

These examples of social/spiritual/cultural expressions and definitions may bring a better understanding of the way of life the Ögwehö:weh cultivated so well.

HOSPITALITY

We thank our visitors for coming to our lodges so we can share our gifts from the Creator with them. Without visitors we could not prove our hospitality, our generosity, our kindness. Some day we may travel and need food and lodging.

SHARING

Our people believe and practice equality. Among our people it is said, "We are all of the same height."

AGE

Our people respect our Elders. We value their wisdom and guidance. We provide for them as they provide for us, their children. Our grandparents strengthen our nation. We help them remain strong.

LOVE/PEACE

We walk parallel paths, each on her/his own road but side by side in peace and love.

COOPERATION

We are put on this earth to help each other. It is not our way to leave one person behind. We cooperate together, all persons helping as best they can. Our people grow strong with one mind, one heart, one body.

VISION

Who are we and why are we on the earth? We turn to the Creator to guide us, to give us the answer to what path we will take. We seek and value vision in our lives.

HARMONY

To be in harmony with the natural world, one must live within the cycles of life. Our spirit and those of the wolf, the bear, the birds, insects, plants, mountains, clouds, stars, and sun must be in communication with each other. We seek harmony and beauty in our lives.

FAMILY

Aunts, uncles, grandparents, sons, daughters, brothers, sisters, grandchildren: we are one family. Is it not right that we should live together in peace and cooperation, working and caring for each other, our relations?

GIVING OF THANKS

We are humble, helpless, and without our people and Creation's gifts we would be nothing. Every day we give thanks to all our relations in our own way—to our people, to the sun, to the green vegetation, to the animals, to the birds, to all life.

RESPECT

Each person's spirit speaks in its own way. It is not for one person to tell another what should be done. As each person works hard to keep the cycles of Creation moving, we respect ways and ideas different than our own.

We respect family, friends, all living things. Each form of life has a place, a purpose.

We respect ourselves. If we are proud of what we are, we learn to respect others.

When thanks are rendered to the Creator, we begin with the things on the ground and thank upward to the things in the heavenworld above.

Concepts that are incorporated into the cultural/spiritual way of life include:

KINSHIP

With the entire universe (Mother Earth, Brother Sun, Grandmother Moon, etc.).

UNITY

Oneness with the Creator, the universe and all it contains.

TIME

Earth cycles, long ago (relationship to setting dates for ceremonies).

LAND

Cannot be owned any more than the sun that gives us warmth, the moon that cools the earth, the waters that flow, the air we breathe, etc.

LAW

Natural.

LUNAR CALENDAR

Sets ceremonial times, preparation for winter, preparation for planting, etc.

BLOSSOMING OF TREES

Determines planting time (e.g., June berry blossom indicates time for planting white corn).

NATURE

After giving thanks to the Creator, respectfully taking that which will give sustenance and returning to the Mother Earth that which is not used and leaving some for the continuation of life.

EDUCATION

Development of one's total being: physical, mental, intellectual, psychological, emotional, and spiritual.

LEARNING

A lifelong process.

HUMAN RELATIONSHIPS

Oneness, responsibility to one another, promoting good will, peace, love, caring and sharing, and unity with everything in the universe.

LANGUAGE

Living part of one's being, great thought before speaking, when heart and mind are in unison.

ORAL TRADITION

Listening, observing, participating, learning values and total way of life as given in the oral recitation and teaching of the Great Law of the League of the Six Nations and the Good Message.

BEHAVIOR AND ACTIONS

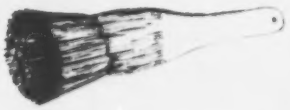
Must be totally thought through because actions, good or bad, reflect the actions of the total group when viewed by the nonnative.

ATTITUDES

Good sportsmanship, acceptance of others who cannot do as well; always think good thoughts and be at peace in mind and heart; ignore evil or idle talk; be kind and thoughtful of others.

Only through Ögwehöwe:ka:? can these virtues be transmitted and understood.

APPENDIX B *ÖGWEHÖWE:KA:? In Accordance with Regents Goals*



1. Each student will master communication and computation skills as a foundation to:
   - 1.1 Think logically and creatively.
   - 1.2 Apply reasoning skills to issues and problems.
   - 1.3 Comprehend written, spoken, and visual presentations in various media.
   - 1.4 Speak, listen to, read, and write clearly and effectively in their respective Ögwehöwe:ka:? language.
   - 1.6 Speak, listen to, read, and write at least one Ögwehöwe:ka:? language.
   - 1.8 Determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge through the following disciplines and use the methods and knowledge in interdisciplinary applications:
   - 2.1 Ögwehöwe:ka:? language and oral/written literature.
   - 2.2 Ögwehö:weh history and society.
   - 2.3 Mathematics.
   - 2.4 Natural sciences and ancestral technology of Ögwehö:weh past and present.
   - 2.5 Language and oral/written literature in at least one Ögwehöwe:ka:? language.

3. Students will have a working knowledge, understanding, and appreciation of ancestral technology that is employed in daily life.
   - 3.1 Ways to develop knowledge and appreciation of ancestral technology past and present.
   - 3.3 Ability to use Ögwehöwe:ka:? cultural resources of local holders of knowledge and artisans, museums, libraries, theaters, historic sites, and performing arts groups.
   - 3.4 Ability to produce or perform works in at least one ancestral technology area using Ögwehöwe:ka:? language.
   - 3.6 Understanding of the diversity of Ögwehöwe:ka:? cultural heritages.

4. Students will acquire knowledge about political, economic, and social institutions and procedures in their respective Ögwehö:weh territory. Included are:
   - 4.1 Knowledge of Ögwehöwe:ka:? political, economic, and social processes and policies at national, state, and local levels.

5. Each student will respect and practice basic community values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in Ögwehö:weh self-government. Included are:
   - 5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and thinking collectively.
   - 5.2 Respect for self, others, and property as integral to a self-governing Ögwehö:weh society.
   - 5.3 Ability to apply reasoning skills and the process of Ögwehö:weh government to resolve societal problems and disputes.

6. Each student will develop the ability to understand and respect people of different and similar Ögwehö:weh (people) and respect the interrelationships of values, beliefs, and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Students will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects and understand their skill (role) within the community. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills, and attitudes that enable development of:
   - 9.1 Self-esteem.
   - 9.2 The ability to maintain physical, mental, and emotional health.
   - 9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

APPENDIX C *Regents Goals for Elementary- and Secondary-School Students*

1. **Each student will master communication and computation skills as a foundation to:**
   - 1.1 **Think logically and creatively.**
   - 1.2 **Apply reasoning skills to issues and problems.**
   - 1.3 **Comprehend written, spoken, and visual presentations in various media.**
   - 1.4 Speak, listen to, read, and write clearly and effectively in English.
   - 1.5 Perform basic mathematical calculations.
   - 1.6 **Speak, listen to, read, and write at least one language other than English.**
   - 1.7 Use current and developing technologies for academic and occupational pursuits.
   - 1.8 **Determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.**
2. **Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in applications:**
   - 2.1 English language and literature.
   - 2.2 History and social science.
   - 2.3 Mathematics.
   - 2.4 Natural sciences and technology.
   - 2.5 **Language and literature in at least one language other than English.**
3. **Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:**
   - 3.1 **Ways to develop knowledge and appreciation of the arts.**
   - 3.2 **Aesthetic judgments and the ability to apply them to works of art.**
   - 3.3 **Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.**
   - 3.4 Ability to produce or perform works in at least one major art form.
   - 3.5 Materials, media, and history of major art forms.
   - 3.6 **Understanding of the diversity of cultural heritages.**
4. **Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:**
   - 4.1 Knowledge of American political, economic, and social processes and policies at national, state, and local levels.
   - 4.2 **Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.**
5. **Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:**
   - 5.1 **Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.**
   - 5.2 **Respect for self, others, and property as integral to a self-governing, democratic society.**
   - 5.3 **Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.**
6. **Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background, and their values, beliefs and attitudes.**
7. **Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.**
8. Each student will develop general career skills, attitudes, and work habits and make self-assessment of career prospects. Students not directly pursuing post-secondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills, and attitudes that enable development of:

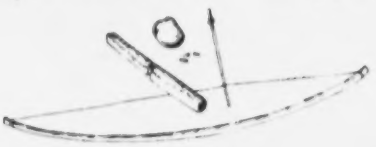
9.1 Self-esteem.

9.2 The ability to maintain physical, mental, and emotional health.

9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

APPENDIX D *Students with Handicapping Conditions*



The Board of Regents, through revising Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus/curriculum has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction could be provided to students with handicapping conditions either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of those students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the CSE, or a student's Individualized Education Program (IEP).

Additional assistance is available through consultant teacher services. The implementation of this service will allow school districts to provide direct and indirect services to pupils with handicapping conditions who are enrolled full-time in a regular education program. Direct consultant teacher services are designed to provide individualized or group instruction which would provide students with instructional support in the regular education classroom to enhance their mastery of content. Indirect consultant teacher services will provide support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with handicapping conditions.

Strategies for Modifying Instructional Techniques and Materials

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.
2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.
3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.
4. Identify, define, and preteach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.
5. Check periodically to determine student understanding of lectures, discussions, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be neces-

sary to have small group discussions or work with partners to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.
7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments, and access to daily class notes.
8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and of special education programs is essential. It is important for the students as well as the total school environment.

Alternative Testing Techniques

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting a student's need for alternative testing techniques. This determination is made when a student is initially referred to CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **The modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by CSE as educationally handicapped are provided with the alternative testing techniques which have been recommended by CSE and approved by the board of education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with a handicapping condition to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue high school diplomas to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual entitled *Alternative Techniques for Students with Handicapping Conditions*, which can be obtained from:

New York State Education Department
Office for Education of Children with
Handicapping Conditions
Room 1071 Education Building Annex
Albany, NY 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> *In all subject areas, revisions in the syllabi will include materials and activities related to* generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries, and increasing student awareness of and *information about the disabled*.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities and issues in regard to disabilities.

This curriculum, by design, includes information, activities, and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.

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